

# Missouri Assessment Program's Performance-Based Assessments

The purpose of these performance-based assessments is to assist local educators in the classroom assessment of students in ways that are consistent with emerging reforms. The material included in this packet was developed by MAP Team Members, MAP Senior Leaders, MAP Lead Teachers, and MAP Regional Facilitators and is the direct result of MAP's teacher training program. All tasks and events included address and assess the knowledge, skills, and processes specified by the Missouri Show-Me Standards.

The writers of the tasks and events contained in this packet need to be commended for their work and dedication. Their involvement in the MAP teacher training program and the writing of performance-based assessments both show a committed effort on their parts.

Teachers may find that items need to be refined or modified to be successfully embedded in their instruction. The activities can, however, serve as a source of ideas that empower teachers in the utilization of assessment techniques that match the goals of their instruction, that encourage higher-order thinking and problem solving, and that stimulate inquiry-based learning.

This packet contains performance-based events as well as performance-based tasks. These are real-world, highly robust problematic situations that require students to use specified knowledge, skills, and processes in various content domains.

Teachers may wonder what the difference is between a task and event.

A **performance task** requires students to demonstrate the ability to integrate, extend, refine, and apply knowledge to situations that they are likely to confront in their own lives. Due to several concepts being assessed at the same time or within the same problem, the time needed for the task is usually several class periods. It is scored using a scoring guide.

A **performance event** is "on demand" in that it is used for assessment purposes. It monitors student progress towards the attainment of predetermined criteria. An event is completed in one sitting or class period. Think of an event as a quick snapshot of how a student is doing in relation to where he/she needs to be according to the desired outcome. It is scored using a scoring guide.

EVENT	Commonalities	TASK
<p><u>Differences</u></p> <p>"On-demand"</p> <p>Completed in one sitting</p> <p>Commonly used for assessment purposes</p> <p>Monitors progress towards goal attainment</p> <p>Gives a "snapshot" view of how a student is doing in relation to where he/she needs to be</p>	<ul style="list-style-type: none"> <li>*Reside within a real-life application</li> <li>*Represent an important activity worth performing</li> <li>*Have a clearly written prompt, consistent with the purpose and scoring criteria</li> <li>*Result in a product or performance</li> <li>*Must be to some degree open-ended by allowing for a variety of problem-solving approaches or more than one right answer</li> <li>*Aim towards higher-level thinking</li> <li>*Require, when appropriate, students to reflect on and communicate their thinking processes "how" and "why"</li> <li>*Must provide for evaluation of itself and for reflection</li> <li>*Are scored using a scoring guide</li> </ul>	<p><u>Differences</u></p> <p>Requires the student to demonstrate an ability to integrate, extend, refine, and apply knowledge to situations they are likely to confront in their own lives</p> <p>Due to several concepts being assessed at the same time or within one problem, the time needed for the task is usually several class periods.</p>

## Administering and Scoring Performance-Based Tasks and Events

Prior to administering a performance-based assessment to students, it is vital that the teacher do the task/event first. This will give the teacher insight into possible difficulties and problems that students may encounter. Slight modifications may need to be made in the task/event or in its administration.

After the teacher has worked the task/event, he/she should try scoring the response using the scoring guide. If there is a problem with the scoring guide, it should be noted. Minor revisions may need to be made; **however**, major revisions should not be made until testing the scoring guide with student responses. When using a scoring guide to assess a student's response on a performance task/event, teachers need to keep in mind they are not trying to assign a letter grade but rather give a description of the student's level of performance. Teachers need to ask themselves, "Which set of descriptors best describes the student's performance on the task/event?"

Different types of scoring guides have been used to score the tasks and events within this packet. One type of scoring guide used is called a holistic scoring guide which yields one performance rating and gives an overall picture of a student's level of achievement. The other type of scoring guide used is called an analytical scoring guide. It yields several performance ratings, one for each different criteria being assessed. It gives a more diagnostic view of a student's level of achievement. Both types of guides are commonly used to score performance tasks and events. Some activities have a scoring guide for teachers as well as a scoring guide for students. Not every task/event needs a scoring guide for students; however, it is vital that students be able to understand the scoring guide and know "up front" how their tasks and events will be scored and what is expected for a quality performance.

All tasks and events contained in this packet have directions for administration as well as directions for any needed pre-assessment activities. These are fairly straight forward and easy to follow. Teachers will need to make sure they have all of the necessary materials and resources to administer the task or event. These items are specified on the sheet following the activity's title page.

Once a teacher has administered a task or event, he/she will need to select anchor papers. Anchor papers are strong examples of student responses which represent each score point as described by the scoring guide. Anchors help define the score points and clarify the scoring guide. They are selected from actual student responses to the prompt. The papers are used to calibrate raters with the scoring guide. A good anchor should be a solid, middle-of-the-road representative of a score point. It should not be an outstanding response, nor a marginal one.

The process of pulling of anchors will help teachers better understand what knowledge, skills, and processes are required by students in order to do the task/event. It will force teachers to take a critical look at what it is they expect of their students. The anchor selection process is described on the next page.

### Anchor Selection Process

1. If possible, it is best to have a group of people select anchors, but it is possible for individual teachers to perform the process.
2. If you have not already done so, perform the task/event. This gives you an opportunity to experience what the student has experienced, including potential misreading, difficult decisions, unclear prompts, etc. This will give you a sense of the processes involved in the task, what is meant by communicating the response, and what knowledge students must bring to the task to be successful.
3. Think about the task/event in terms of the knowledge and skills required to perform successfully.
4. If you are working alone, read the scoring guide. If you are working with others, read and discuss the scoring guide. This will give everyone a common understanding of the scoring guide in order to allow for consistent and reliable scoring.
5. Look at the student responses and place them into two stacks; a high stack containing acceptable levels of performances and low stack containing unacceptable levels of performances.
6. Examine the high stack and use the scoring guide to try separating the responses into levels of performance according to the criteria and descriptors defined by the scoring guide. Jot down the common criteria the responses, within each score point, exhibit. Check to see if they match the descriptors for the score points on the scoring guide. You may need to adjust the descriptors.
7. Next examine the low stack of responses and use the scoring guide to try separating them into levels of performance according to the criteria and descriptors defined by the scoring guide. Jot down the common criteria that responses, within each score point range, exhibit. Check to see if it matches the descriptors for the score points on the scoring guide. If not, you may need to adjust the descriptors.
8. Using your notes and the scoring guide try scoring several responses. If the process works smoothly, choose anchors (a good solid middle-of-the-road representative sample of each score point).
9. Annotate the anchors by attaching a post-it note (containing a written description of the criteria or qualities the response exhibits that qualifies it for a representative sample of the score point) to the anchor paper.
10. Try scoring responses using the scoring guide and annotated anchors. If successful, attach anchors to your task/event.

If the anchor pulling or scoring processes do not work well, you will need to adjust your scoring guide and/or possibly the prompt. Determine why students are not giving you what you expected. Is the prompt clear? Is the scoring guide all inclusive of the range of possible responses? Is the scoring guide too open or too closed? Does the scoring guide fail to delineate differences among the ranges? Does the scoring guide assess what you're asking students to demonstrate?

When adjusting a scoring guide, it may throw off the alignment of the task/event. Check the Primary Standards, the Prompt, and the Scoring Guide to make sure all three assess and address the same set of standards. A sheet is included in this packet that describes the alignment within a task or event.

Writing Tasks/Events

Teachers may want to write performance-based tasks and events for use within their classrooms. To define what a quality task or event involves, a critique form has been included in this packet (Performance Task/Event Critique). Refer to this form when writing tasks or events. For additional reference, read the included sheet describing the Color Test and the proper alignment of the primary standards, the prompt, and the scoring guide. Additionally, to ensure your task or event is in the proper format, use the tasks and events within this packet as a guide or refer to the template form included in this packet.

If you write a task of event that you feel would lend itself for inclusion in the 1999 Edition of MAP Performance-Based Assessments, call your Regional MAP Facilitator for more information on how to submit items to the state. Below is a listing of telephone numbers:

<u>Region</u>	<u>Telephone Numbers</u>	<u>Regional Facilitators</u>
Northeast	888-878-7732	Jenny Webb
Central	800-413-2816	Marsha Staley
St. Louis	888-MAP-UMSL	Connie Bober/Alicia Covington
Southeast	800-401-6680	Roseanna Whitlow
South Central	800-667-0665	Jana Scott
Southwest	800-735-3702	Jana Loge
West Central	800-717-0605	Ross Lawrence
Kansas City	800-555-9048	Dorothy Bennett
Northwest	800-772-0236	Arnold Lindaman
	888-MAP-3050	Lynette Barr

Sneak Preview

The focus for the 1998-99 MAP teacher training program has been expanded to include module development. A module is a series of theme-related questions that progress in difficulty and open-endedness; beginning with multiple choice questions, advancing to opened-ended constructed response questions, and ending with a performance event. Modules mirror the types of items contained on the MAP assessments and allow for a balanced classroom assessment. As a preview of what a module looks like, one has been included in this packet at the high school level. Next year’s MAP Performance-Based Assessments will include performance tasks, events, and modules.

See the six-page Table of Contents for a listing of the performance-based assessments contained within this packet. Enjoy using the tasks and events!